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ABSTRACT

Based on activities at the Trumbull Campus of Kent State University, this guidebook presents suggestions for the implementation and operation of a series of informational workshops designed as a vehicle for the recruitment and orientation of adults who are considering enrolling in college. The guidebook first gives a rationale for the workshops and then discusses the steps in workshop planning, including choosing a coordinator, engaging the help of currently enrolled students in a peer support group, determining the topics to be discussed, and selecting a meaningful title for the workshop series. This is followed by a description of the four topics covered by Trumbull's own program: (1) the types of degrees available, program and course content, and employment opportunities for each degree program; (2) the types and relative merits of all of the educational institutions in the area serving adults; (3) the availability of financial aid and personal and academic counseling; and (4) the identification of potential personal problems. The guidebook then discusses publicity for the workshop, such as flyers and newspaper advertisements; support services for workshop participants, including child care and refreshments; the utilization of questionnaires to facilitate workshop evaluation and to determine participant characteristics and needs; and workshop follow-up. Survey instruments are appended. (JP)

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COORDINATORS' GUIDE for

ED186087

"TRANSFORMATIONS"

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INFORMATIONAL WORKSHOPS

for ADULT RECRUITING

JC 800 298

THE TRUMBULL CAMPUS

The Trumbull Campus, one of Kent State University's seven regional campuses, is located in Trumbull County near Warren, Ohio. The diversified industrial area has a population base of slightly less than 250,000.

The Campus was originally established in 1954 to provide courses for cadet teachers. Enrollment rapidly increased, and Branch status was granted by the Ohio legislature in 1967. In 1970, the institution was moved to its present 134-acre site.

Today, the Campus consists of three major instructional buildings and enrolls over 1,600 students in day and evening credit programs. More than 25 Kent Campus disciplines are represented at the freshman and sophomore levels, and upper-division offerings are available on a selected basis. Associate degree programs are offered in Accounting Teachnology, Automotive Engineering Technology, Business Management Technology, Computer Technology, Criminal Justice Studies, Electrical, Industrial, and Mechanical Engineering Technology, Office Management and Related Technologies, and General Studies.

The Trumbull Campus staff includes 48 full-time faculty, 8 administrators, and 22 civil service employees. In addition to classrooms and laboratory areas, facilities include a Library, Bookstore, Computer Center, Theatre, Student Union, Skill Development Center, and Gymnasium. A variety of student organizations, intercollegiate and intramural athlatic programs, and student government provide an opportunity for students to expand their social and leadership education beyond academic boundaries.

WHAT IS "TRANSFORMATIONS?"

"TRANSFORMATIONS '79" is a series of workshops designed to provide encouragement and information to adults who are considering the option of enrolling in college. The series, originally held in the spring of 1979 at the Trumbull Campus of Kent State University in Warren, Ohio, was funded by a grant from the National Student Educational Fund. The workshops, which proved to be an extremely effective method of recruiting adult students, will be repeated in the spring of 1980 (titled, of course, "TRANSFORMATIONS '80.")

As enrollment statistics continue to indicate an increase in the percentage of adult students at campuses across the nation (accompanied, in many instances, by decreases in the number of 18-22 year olds), college administrators have begun to reshape their approaches to recruiting programs. At the same time, the allocation of instructional and general funds for implementing new programs is in most cases assigned a low priority. In short, administrators simply cannot afford the luxury of expending time and money for trial-and-error approaches to adult recruitment.

Informational workshops such as "TRANSFORMATIONS' offer a viable solution to the problem. Efficient utilization of existing campus resources and minimum expenditure of time, energy, and money can provide positive recruiting results.

WHY INFORMATIONAL WORKSHOPS?

This type of workshop serves as a vehicle for both recruiting and orientation. The primary objective is to answer for the potential adult student the unique questions that are typically not addressed in college catalogs and brochures. Until adults are presented answers to these questions, their doubts and apprehensions may override their incentive to enroll in post-secondary education. The informational workshop is an effective means of presenting information and career encouragement within a framework of small-group participation that is informal, supportive, and non-threatening. A workshop series has the added advantage of bringing the potential students on campus several times, thereby maximizing the opportunity for familiarization with campus personnel and facilities.

SOUNDS GREAT, BUT. . .

You'd like to include a series of informational workshops in your recruiting plan. And, you're concerned about the amount of time it will take to plan everything from "scratch." That's why this booklet was prepared; it will give you all the information you need for the planning and implementation of a series of workshops tailor-made to your own campus. Along the way, you will find some special hints (!) which will help you avoid potential pitfalls. (!)

GETTING STARTED

First and foremost, choose a competent coordinator. This person should be personable, and good at organization and record-keeping. Also, if you have an adult support group on your campus, enlist their help at the outset. At the very least, ask that some of the members be present at each workshop session. Just SEEING other adult students at the campus is a tremendous morale booster for your workshop registrants.

The next step is to determine the general topic areas you want to discuss. It then becomes relatively easy to divide these topics into a manageable number of sessions. Holding more than two sessions gives participants the "feel" of being part of a class, but over four will tie up too many free evenings or Saturdays. (Of course, since the purpose of your workshops is to attract potential adult students, you will be sure to schedule your sessions at times convenient to working adults!)

At the Trumbull Campus, four sessions were scheduled with the following themes:

SESSION I - TYPES OF DEGREES AVAILABLE; PROGRAM AND COURSE CONTENT; AND EMPLOYMENT POSSIBILITIES FOR EACH TYPE OF DEGREE. Faculty from each of the associate degrees offered at the campus as well as a faculty member representing baccalaureate transfer programs and the Department of Continuing Education were asked to participate in a panel discussion.

! *For all panel discussions, it is a good idea for the Coordinator to prepare sample questions in advance and share these with the panelists. They will appreciate having SOME idea of the type of information they should present, and prior planning can avoid the embarrassing silences caused by an audience hesitant to speak up in a large group.*

SESSION II - TYPES OF INSTITUTIONS; MAJOR DIFFERENCES; SPECIAL PROGRAM AVAILABLE; AND ALTERNATIVE EDUCATION PROGRAMS. You may personally invite representatives from different types of institutions in your area to participate in a panel discussion. Don't be concerned about competition; your objective is to provide adults with information about ALL the educational opportunities available to them. Besides, the fact that they're on YOUR campus gives you a decided edge.

> ! *Having literature on hand from campuses which feature programs of special interest to adults adds a nice touch. These programs might include weekend college, continuing education, and/or correspondence courses. Institutions are generally quite willing to forward several copies of their brochures if you write and inform them of your needs.*

SESSION III - TYPES OF FINANCIAL AID; "HOW-TO'S" OF ENROLLMENT; AND SUPPORT SERVICES FOR ACADEMIC AND PERSONAL PROBLEMS. Campus personnel knowledgeable in each of these areas can be asked to present information and answer questions from registrants. In addition, information can be presented on any support services such as developmental education courses, library and tutorial services, athletic programs, and student organizations.

SESSION IV - IDENTIFICATION OF POTENTIAL PERSONAL PROBLEMS; POSSIBLE SOLUTIONS; AND PEER SUPPORT SERVICES AND/OR ORGANIZATIONS AVAILABLE. At this session, members of your campus' peer support group (or any currently-enrolled adult students) can present a panel discussion on personal problems they have experienced during their college "careers." These problems might include family conflicts, time management, guilt, and feelings of uncertainty.

> ! *If time permits, it is a good idea to divide your audience into small groups after the panel presentation. Each small-group discussion is led by a panel member who has a* ***prepared list*** *of questions and/or exercises. This provides a personal touch and encourages more oppenness among the registrants.*

Finally, you will need to select a title for your workshops. Your title should be short and may be "catchy," but most of all, it should be MEANINGFUL. Feel free to use "TRANSFORMATIONS," or use your imagination to come up with an even better name!

PUBLICITY

Publicity will be the most important expense in your budget. It goes without saying that unless people are aware of your program, they won't come. So if you MUST skimp on expenses, don't do it on this item.

It is helpful to prepare a flyer describing your workshops in detail. The flyer should contain a registration blank (to be returned to you), your campus address, and a telephone number to call for more information. Also, be sure to include the days and times of the sessions. A copy of the flyer used by the Trumbull Campus is included in the Appendix.

> ! *Establish a registration deadline. Registrations can also be accepted at the door, but you should at least have SOME idea of the number of people to expect.*

The largest portion of your publicity budget will be for newspaper advertising. This is as it should be, since this medium will generate the largest number of responses. A suggestion is that you simply have the newspaper reproduce your flyer in its entirety (complete with registration blank). Your ad should be as large as you can possibly afford and run a minimum of twice, preferrably in the weekend editions.

You might want to send copies of your flyer with an accompanying letter to presidents of local social and service organizations. Also, if you have enough lead time, you may enlist the help of your Department of Continuing Education in including your workshops in their promotional brochure. It may also be possible to have your campus Public Information Officer arrange for the local newspaper to run feature articles on the general topic of adults returning to school (featuring, perhaps, one or more of your older students). In the article, you can "mention" your upcoming workshops--and it won't cost you a cent!

> ! *Don't overlook the possibility of appearances on public-service television programs. Particularly during the summer, when most clubs and organizations don't meet, these program coordinators are eager to recruit people to interview.*

SUPPORT SERVICES

To insure the success of your workshops, it is important that you provide quality support services. The most important of these services is child care. You will need to have adequate supervisors for the children (one

for every five children is sufficient, and you may use students at your campus to do the job). You should arrange to have a separate room, but one that is relatively close to the workshop room. Make sure that the supervisors have planned activities suitable for the children, and it is a good idea to provide a name tag for each child.

> ! *Unless you are equipped to handle formulas, naps, and diapers, you should establish a minimum age limit (two years is suggested). List the age limit on the registration blank, and provide a place for listing the names and ages of the children.*

Serving some type of refreshments adds a nice touch. Coffee, tea, and cookies or doughnuts are relatively inexpensive. If they are served at the conclusion of each session, you will provide additional opportunity for registrants to meet informally with campus personnel. This will encourage the asking of questions that the individual registrants may not wish to discuss in a group situation.

If you like, you may arrange an optional campus tour. At the Trumbull Campus, a guided tour was provided to registrants who arrived an hour before the scheduled start of the third session (and the vast majority of registrants took advantage of the opportunity).

At the first session, you will want to set up a registration table. You should have a list of preregistrants (and their children) and be prepared to handle drop-ins. Name tags can be prepared in advance, and a supply of blank tags should be on hand.

> ! *Don't forget to make name tags for yourself and all of your staff and panelists!*

Each workshop session should feature handout materials relevant to the topic areas. You might include various campus brochures and catalogs; financial aid literature; a bibliography of books of interest; addresses of area institutions of higher education; and information on resume-writing and interview techniques. If you have time or can recruit someone with a flair for creativity, you might whip up some type of college "survival manual" for adults (which, of course, will also be useful in other campus recruiting activities.)

> ! *Registrants at the Trumbull Campus workshops were given individual, inexpensive folders at the first session. They were asked to bring their folders to "class" each week to collect the new supply of handouts.*

In addition to providing an excellent mode for informal presentation, your workshops should serve as a source of feedback about the needs and concerns of adult students. To this end, it is important that information be collected from registrants which can be used by your campus in future planning. You may therefore want to have registrants complete demographic and needs-assessment questionnaires. And, of course, a workshop evaluation is a must. Samples of questionnaires used in the Trumbull Campus program are included in the Appendix.

WRAP-UP

After the dust has settled, it is important that you bring formal closure to your program. You will need to compile the statistics from the questionnaires and analyze the results (together with your conclusions and recommendations). You should also prepare an accurate summary of expenses.

! *A personal note of thanks to members of the professional and support staff who helped to make your workshops successful doesn't require much time--and it's always appreciated.*

FOLLOW-UP

Follow-up on workshop registrants is especially important. You may want to send a personal letter thanking registrants for attending, together with an offer to provide further help if it is needed. At the Trumbull Campus, registrants were also invited to attend a luncheon meeting of a peer support group on campus.

And that's all there is to it. By following the general guidelines presented in this booklet (and adding your own personal touches), you can produce a quality recruiting program that will serve to make potential adult students feel welcome within your campus community.

!! *Additional copies of this booklet may be obtained at no cost from:*

"Transformations" Coordinator
Kent State University Trumbull Campus
4314 Mahoning Avenue NW
Warren, OH 44483

KENT STATE UNIVERSITY SUPPORTS EQUAL OPPORTUNITY
IN EDUCATION AND EMPLOYMENT

APPENDIXES

APPENDIX A - FLYER

WANT TO FIND OUT WHAT COLLEGE CAN DO FOR YOU?

Join Us For. . .

TRANSFORMATIONS '79

. . . at Kent State University Trumbull Campus

Transformations '79 is a four-session workshop designed to provide encouragement and information to women and men who are considering enrolling in college to prepare for new careers, update old career skills, or for personal growth and development.

SESSION I THURSDAY, APRIL 19 7:00-9:00 p.m.

Thinking of preparing for a career? Like to revitalize your old career skills? Interested in finding a meaningful way to spend your leisure time? In this session, you'll learn about the many opportunities and options college can offer YOU.

SESSION II THURSDAY, APRIL 26 7:00-9:00 p.m.

Uncertain about the differences between colleges? Representatives from area four-year, two-year, and community colleges will explain what their schools have to offer and help you decide which type is best for YOU. Not sure you want to spend four years in college? You'll learn about alternatives to the four-year degree, including associate degrees, weekend college, and non-credit classes.

SESSION III THURSDAY, MAY 3 7:00-9:00 p.m.

Need money to go to college and don't know where to get it? In this session, you'll learn about financial aid opportunities for older students. Enrollment procedures got you in a fog? You'll learn step-by-step ways to apply for admission, register for classes, and get help if you need it.

SESSION IV THURSDAY, MAY 10 7:00-9:00 p.m.

Feel nervous about competing with younger students? Guilty about ignoring your kids? Afraid you've lost the ability to learn? Think your husband or wife will object? Fear you'll stand out like a sore thumb? In this session, you'll share these concerns and many others with members of Mature Women on Campus through panel and group discussion.

***LEAVE THE KIDDIES WITH US! No cost. Minimum age 2 years.

- -

Name_____

Address_____ Phone_____

I will need child care services (Minimum age, 2 years) _____

Child's Name_____ Age_____

_____ Age_____

Return registration form to: TRANSFORMATIONS '79, Kent State University Trumbull Campus, 4314 Mahoning Avenue NW, Warren, OH 44483

FOR MORE INFORMATION, CALL US AT 847-0571, Ext. 222

APPENDIX B - NEEDS-ASSESSMENT QUESTIONNAIRE

People often feel they have needs in various areas. For each of the following areas, please rate your <u>personal need</u> for help or further services in that area.

None	Little	Moderate	Marked	Extensive	
1	2	3	4	5	Financial aid
1	2	3	4	5	Advisement regarding major, course selection, etc.
1	2	3	4	5	Educational/vocational counseling
1	2	3	4	5	Credit by exam; credit for life experiences
1	2	3	4	5	Academic skills counseling (studying, writing, etc.)
1	2	3	4	5	Personal/social counseling
1	2	3	4	5	Assertiveness training
1	2	3	4	5	Off-campus placement and/or jobs
1	2	3	4	5	Refresher courses for basic skills (math, English)
1	2	3	4	5	Group of students with whom to discuss mutual concern
1	2	3	4	5	Help with transportation
1	2	3	4	5	Athletic services and activities
1	2	3	4	5	Social activities
1	2	3	4	5	Library usage workshop
1	2	3	4	5	Values clarification workshop
1	2	3	4	5	Goal-setting workshop
1	2	3	4	5	University-sponsored child care
1	2	3	4	5	Orientation program for students returning after break in schooling
1	2	3	4	5	Leadership and communication skills course for returning students

Please list any other special needs you may have which were not listed above:

_____

_____

_____

APPENDIX C - DEMOGRAPHIC QUESTIONNAIRE

1. What is your age? _____
2. Do you work outside your home at a paying job? _____yes _____no
3. If "Yes" to #2, please answer:
   _____Full-time (40 hrs. per week or more)
   _____Part-time (Less than 40 hrs.)
4. Do you have children? _____Yes _____No
5. If "Yes" to #4, please answer:
   Number of children _____
   Ages of each _____/_____/_____/_____/_____/_____
6. Educational Background
   _____Did not complete high school
   _____High school graduate
   _____Some college (either credit or non-credit classes)
   _____College degree
   _____Post-graduate studies or graduate degree
7. Are you considering enrolling in college at this time? ____Yes ____No
8. If you do enroll in college, what is your motivation? (Check all that apply)
   _____Prepare for a career (currently untrained)
   _____Prepare for a new or different career
   _____Update old career skills
   _____Personal growth and satisfaction
   _____Just for fun
   _____Other (specify)_ _____
9. If you have previously considered enrolling in college, why have you not done so? (Check all that apply)
   _____Child care unavailable
   _____Too expensive
   _____Limited time available
   _____Feel I'm too old
   _____Husband/wife objects
   _____Lack of information on enrollment procedures
   _____Unsure of what classes to take
   _____Other (explain)_____
   _____
10. If you were to enroll in college in the near future, when would you be able to take a class or classes? (Check all that apply)
    _____Morning (8:00 a.m. - 12:00 Noon)
    _____Afternoon (12:00 Noon - 5:00 p.m.)
    _____Evening (After 5:00 p.m.)
    _____Other (specify)_ _____

ADDITIONAL COMMENTS:_____
_____
_____

APPENDIX D - WORKSHOP EVALUATION

1. Which of the scheduled sessions did you attend?

   Session I _____ Session III _____
   Session II _____ Session IV _____

2. Did you utilize the child-care facilities? _____yes _____no

3. Did the material presented adequately explain what you needed or wanted to learn?

   _____yes _____no _____Most of it, but still have a few questions
   _____Very little of it; I have many questions unanswered

4. Did you personally feel that attending the session(s) was:

   _____Very rewarding and enjoyable
   _____Rewarding and enjoyable
   _____Enjoyable, but not particularly rewarding or informative
   _____Neither enjoyable nor rewarding
   _____A total waste of time

5. Do you have any suggestions for improving the series?

   _____
   _____

6. Do you have any criticisms of the series?

   _____
   _____

7. Do you plan to enroll in one or more college courses?

   _____yes _____no _____unsure _____already enrolled

8. Would you like to be contacted by someone from the Trumbull Campus to obtain additional information or help? If so, give us your name, address, and telephone number.

   NAME_____
   ADDRESS_____
   TELEPHONE_____

MATURE WOMEN ON CAMPUS

Sponsoring the "TRANSFORMATIONS" workshops is Mature Women on Campus, a student organization which serves as a support group for the many adult students at the Trumbull Campus. Formally organized in 1975 by a small group of nontraditional students who wished to be recognized as full participants in campus life, MWOC has grown to become one of the most active student organizations on campus. The support extended to students, both traditional and nontraditional, includes book exchanges, tutoring, and help with transportation and personal problems. In addition, an MWOC Scholarship Fund was established in 1975 ard, through the continuing efforts of members and their supportors, scholarships have been awarded annually ever since.

Faculty advisor for the group since its inception has been Mrs. Mary Ann Lowry, Assistant Professor of English at the Trumbull Campus.

"TRANSFORMATIONS" COORDINATOR

Coordinator of the "TRANSFORMATIONS" workshops is Monnie Ryan, administrative secretary at the Trumbull Campus of Kent State University. After resuming a college career at the age of 35, she earned a B.A. in psychology from Kent State University in 1978 and will receive an M.Ed. in student personnel administration from Kent State in May, 1980. She is the author of "Whatcha Gonna Be When You Grow Up? (A Guide For The Older Woman Who Wants To Go To College)." The booklet was selected in 1979 as one of twelve national winners in the Better Information Projects: Prizes in Education competition sponsored by the National Student Educational Fund.

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